INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

19/01/26

Sorting Consonants and Vowels

Q. Sort the following letters

1. a,c,e,h

Consonants	Vowels

2. i,k,t,u

Consonants	Vowels

3. m,o,i,s

Consonants	Vowels

4. e,h,i,j

Consonants	Vowels

5. a,s,u,k

Consonants	Vowels

6. u,x,a,f

Consonants	Vowels

Sorting Consonants and Vowels

Q. Sort the following letters

1. e,t,h,u

Consonants	Vowels

2. a,e,i,r

Consonants	Vowels

3. l,a,g,o

Consonants	Vowels

4. n,f,e,i

Consonants	Vowels

5. e,o,k,y

Consonants	Vowels

6. i,t,e,k

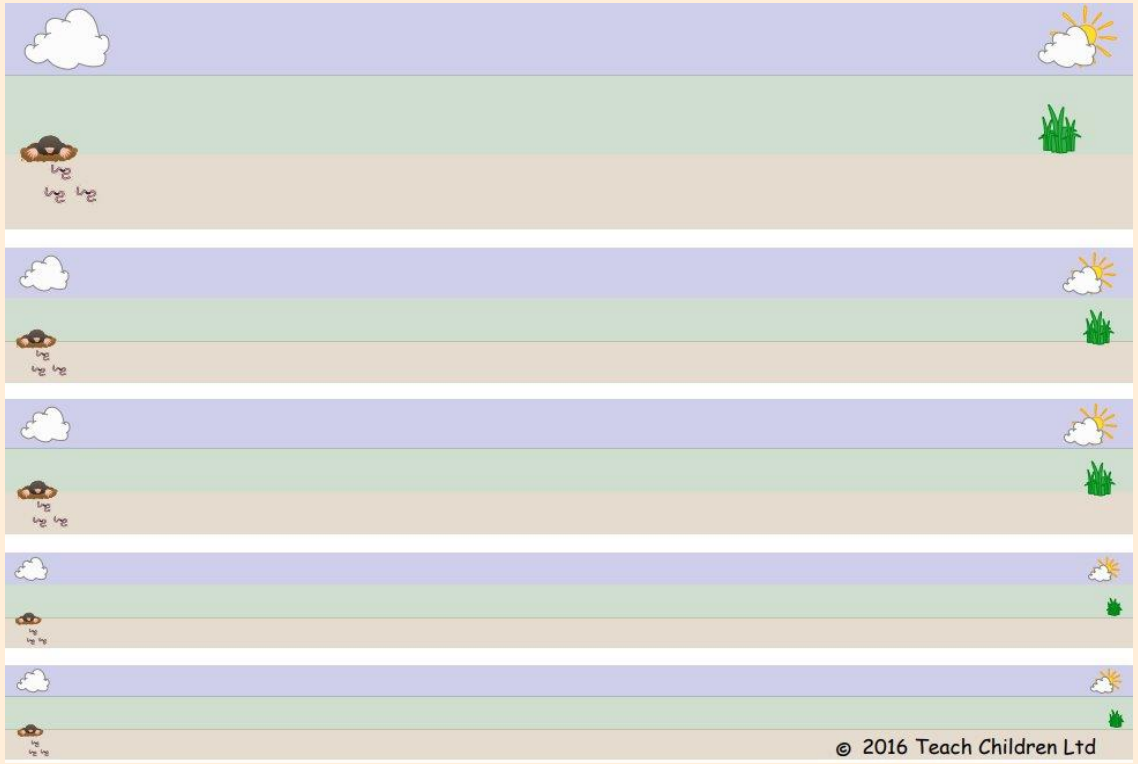
Consonants	Vowels

3 in 3

Monday 19th January

T.B.A.T. answer questions about what is said and done

Thomas Farriner
Great Fire
bakery
burning
flames



Challenge

Can you write a sentence about a fire?

Introduction to Toby

Key Question: How has Toby reacted to the events of the Great Fire of London?

CHALLENGE

How is he feeling?

What would you do?

What might happen next?

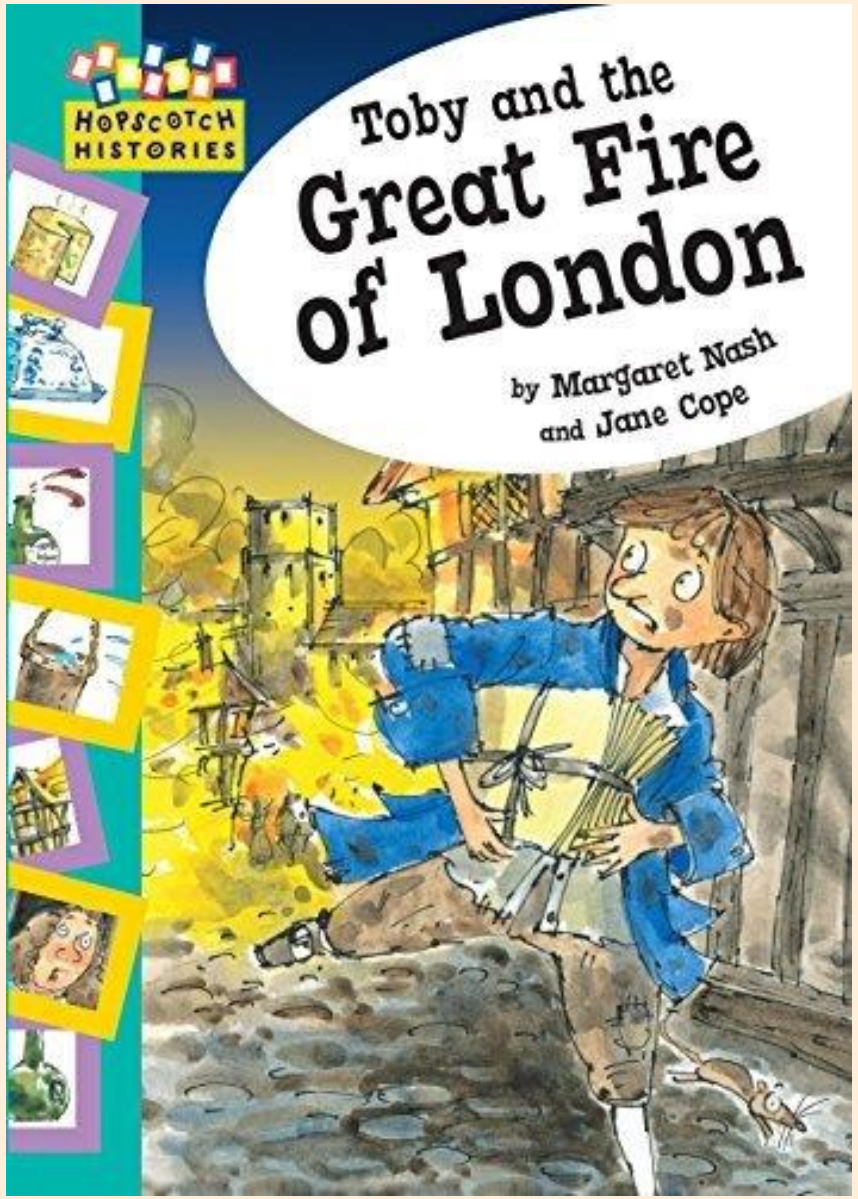
RECAP

Using the story and what you already know can you answer these questions?

Who What When Where Why How Balloons

Who is Toby? Who is Thomas Farriner? Who is Samuel Pepys?
What happened to the bakery?
When did the fire start?
Where did people escape to?
Why did the fire spread so quickly?
How long does the fire last?

Recap and then read onwards to Page 23



Monday 19th January TBAT: answer questions about what has been read and said

RETRIEVAL

What has happened to the diary so far?

SEQUENCE

What happens when Toby reaches Mr Pepys' house?

INFERENCE

How does Toby feel seeing the destruction?

SUMMARISE

Describe what London might look like during the fire

VOCABULARY

What do you think the word 'devastation' might mean?

PREDICTION

What might happen to Toby's house?

CHALLENGE

What would you do if you were Toby?
Would you fight the fire or would you run from it? WHY?

_____

_____

_____

_____

_____

Greater Depth

How do you think Toby's master would react to him not being at work?
He is missing from work but he is fighting the fire.

_____

_____

_____

_____

_____

CHALLENGE

What would you do if you were Toby?
Would you fight the fire or would you run from it? WHY?

_____

_____

_____

_____

_____

Greater Depth

How do you think Toby's master would react to him not being at work?
He is missing from work but he is fighting the fire.

_____

_____

_____

_____

_____

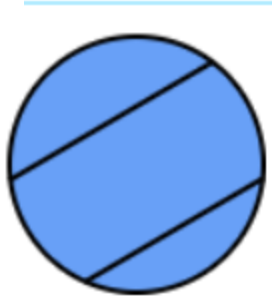
ASSEMBLY
10.00 am

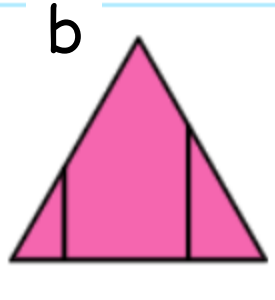
MATHS

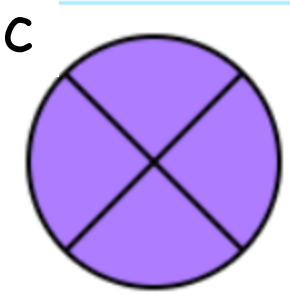
19.01.26

T.B.A.T. Link quarters to division

1) Which shape has equal parts?

a 

b 

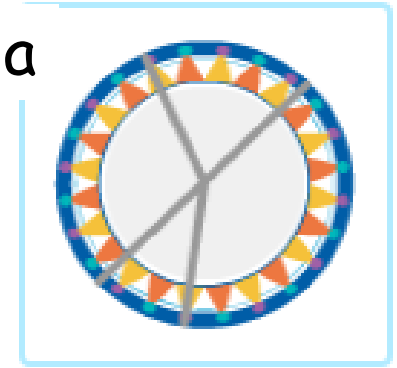
c 

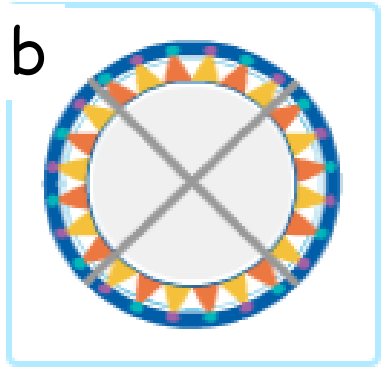
2) Which pizza shows halves?

a

b

3) Which figure shows quarters?

a 

b 

CHALLENGE:

Can you think of a place where we have used fractions before? Explain where and why.

- equal parts
- share
- fraction
- divide
- half
- whole
- quarter

Fractions

Halves

$\frac{1}{2}$

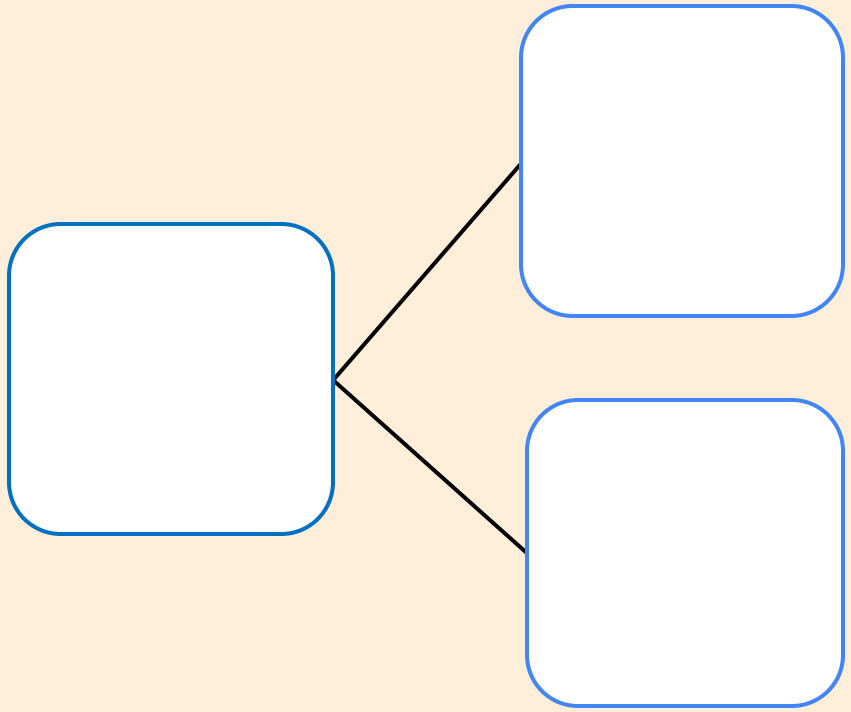
Quarters

$\frac{1}{4}$

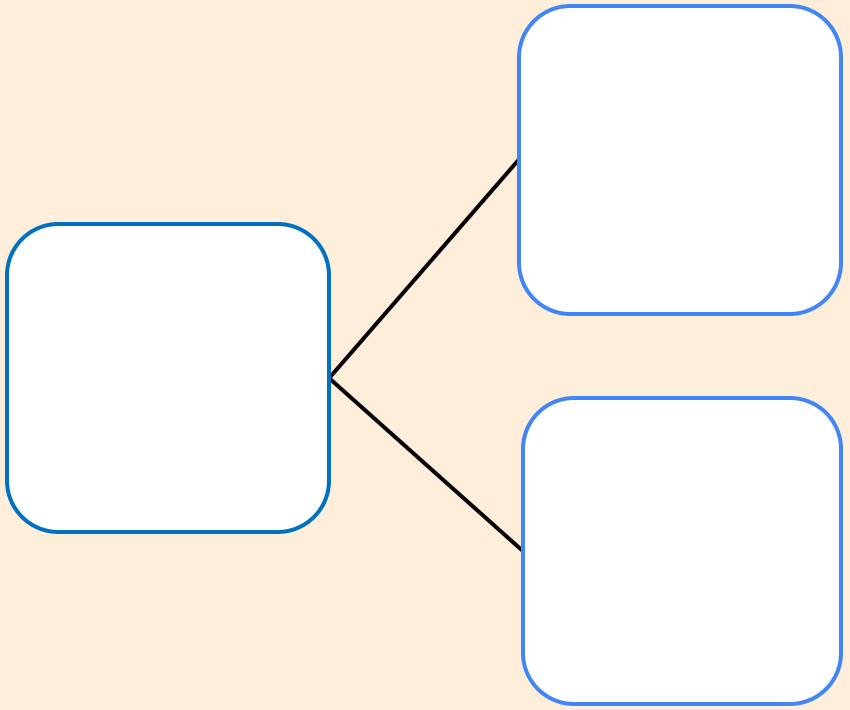
LEARN AND PLAY Online!

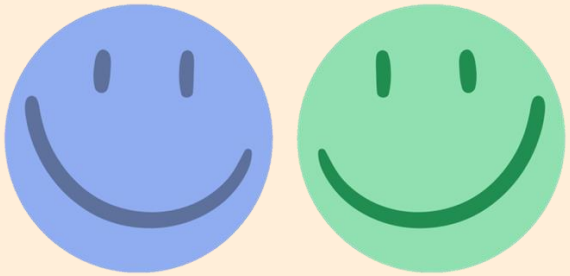
Dividing into two equal parts

- $2 \div 2 = 1$

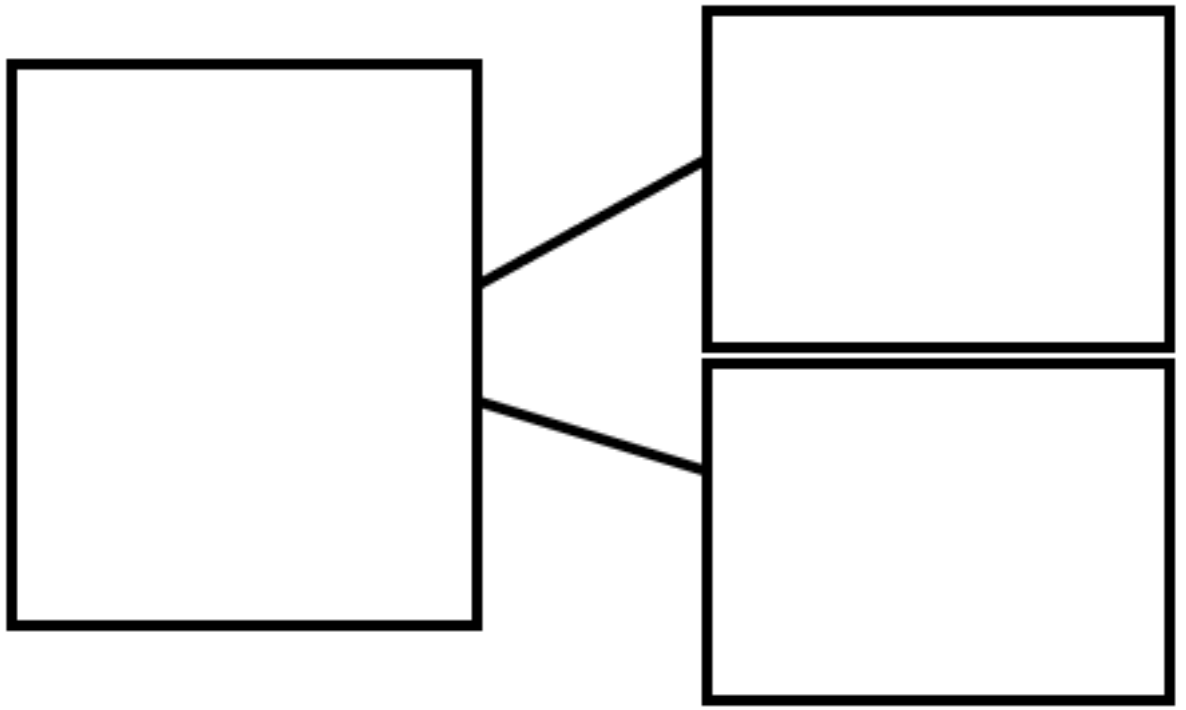


Half of 2 =





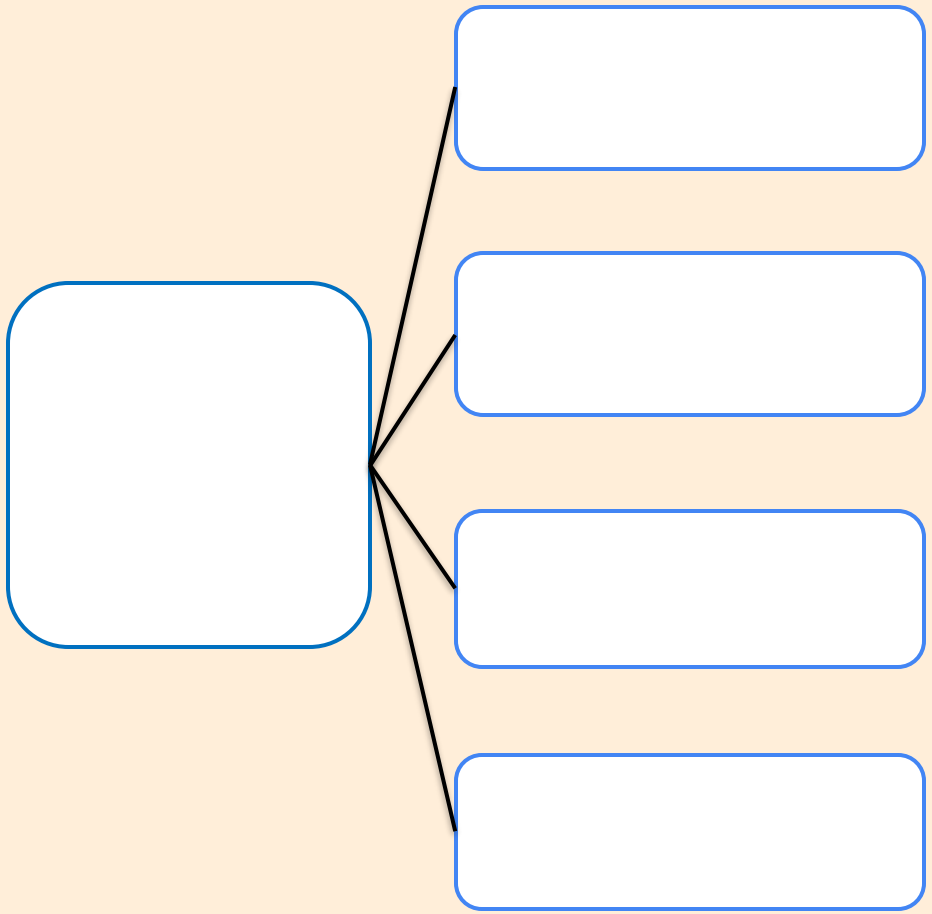
Finding half ÷ 2



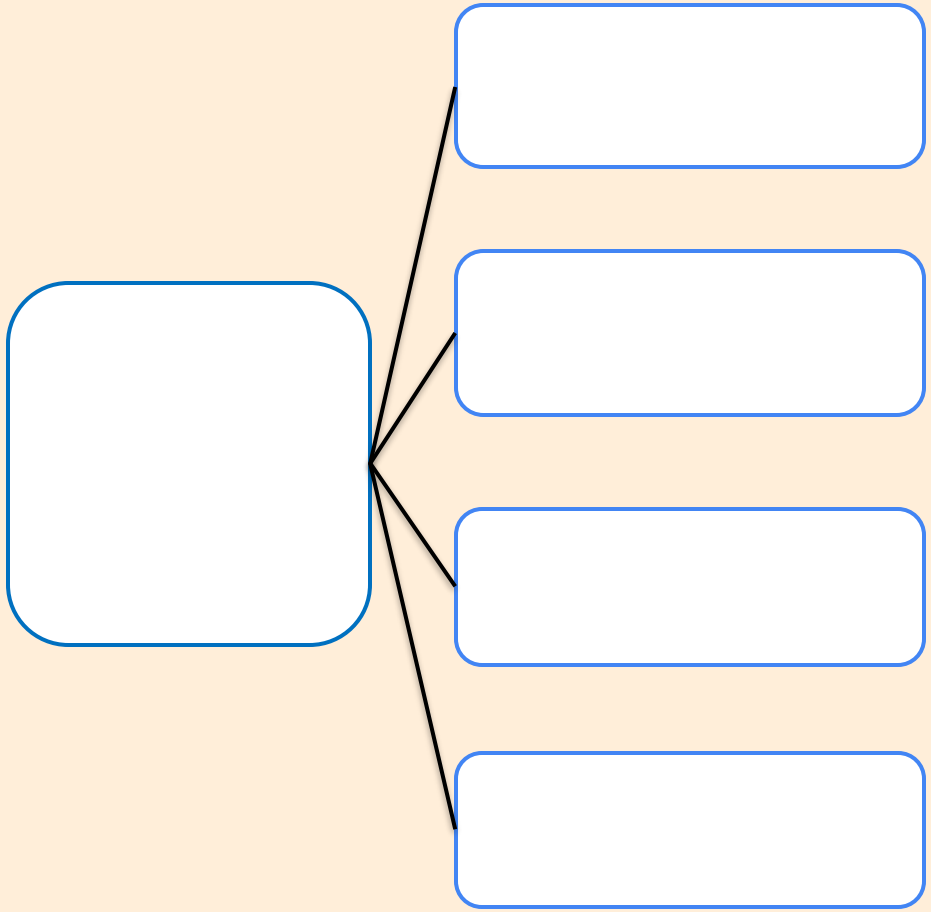
2 10 16 4 8 12

Dividing into four equal parts

- $4 \div 4 = 1$



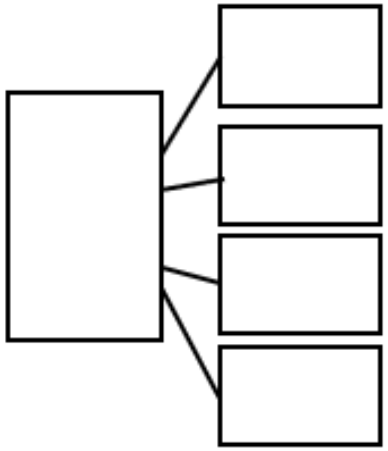
A quarter of 4 =



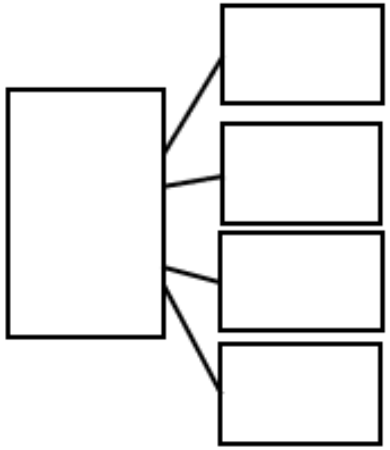
19.01.26

INDEPENDENT WORK

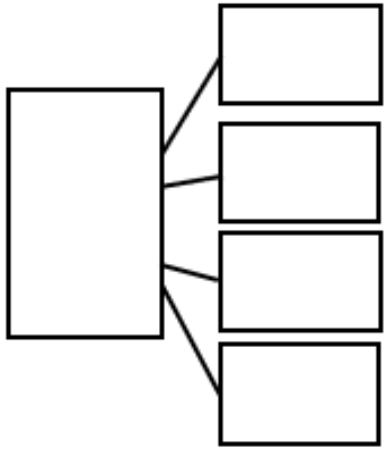
One quarter of 12 is ☐



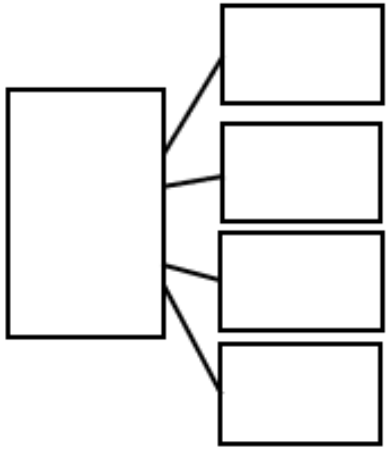
One quarter of 8 is ☐



One quarter of 20 is ☐



One quarter of 16 is ☐



Challenge

Which of these statements are true and which are false?
Correct the false statements so they are true.

One half of eight is four.	One quarter of eight is four.
One half of four is one.	One quarter of twelve is three.
One half of sixteen is eight.	One quarter of four is four.
One half of twelve is six.	One quarter of sixteen is eight.

Greater Depth

Spot the difference and explain.

LUNCH

SCIENCE

19/01/26

T.B.A.T. group and order different stages of an animal's growths

Starter quiz

1 The offspring of a sheep is called... (Tick **1** correct answer)

- ☐ a puppy
- ☐ a kitten
- ☐ a lamb

2 Offspring is a word that means... (Tick **1** correct answer)

- ☐ the parent of an animal
- ☐ the baby or young of an animal
- ☐ that an animal looks like its parents

3 True or false. The offspring of this butterfly will be a smaller butterfly that has the same coloured wings. (Tick **1** correct answer)

- ☐ False. The offspring of a butterfly is a caterpillar.
- ☐ True. All animals have offspring that look similar to them.
- ☐ False. The offspring of this butterfly will have different colours on its wings.

Keywords

- animal
- offspring
- grow
- change
- adult

19/01/26

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Keywords

- animal
- offspring
- grow
- change
- adult

Explanation

Animals have babies which are known as their **offspring**.

gosling and goose

calf and hippopotamus

Can you think of any other animals and their offspring?

Explanation

Offspring are young **animals**. Their parents are the fully grown version of this animal.

lamb and sheep

A lamb is the offspring of a sheep.

A sheep is the fully grown version of a lamb.

Explanation

Over time, **offspring grow** and **change** into **adults**.

adult crocodile

A hatchling grows and changes. It becomes a crocodile.

adult frog

A tadpole grows and changes. It becomes a frog.

Check

Offspring are …

a parent animals

b adult animals

c young animals ✓

Check

True or false?

Offspring do not grow or change.

T **True**

F **False** ✓

I think this because …

a over time offspring grow, change and become fully grown animals. ✓

b baby animals are called offspring or young.

Explanation

The fully grown version of an **animal** is known as an **adult**.

sow and piglet

A female pig is called a sow.

The **offspring** of a sow is called a piglet.

A female piglet grows into an adult pig called a sow.

Check

Jun, Laura and Andeep are talking about adult animals.

An adult is a young animal.

An adult is a fully grown animal. ✓

Laura

An adult is the offspring of an animal.

Jun

Andeep

Who do you agree with?

Recap: Animals grow and change

Look closely at the photographs.
In what ways have they changed from offspring to being an adult?

SENTENCE STEM:
As the offspring has grown, it has ...

pup to seal

lamb to sheep

Jacob is looking at photographs of **animals** and their **offspring**. He decides to put them into groups.

Jacob

When we group things we look at what is similar and what is different.

an adult bird with her offspring chicks

We can group **animals** by their stage of growth.

Animals that are starting to **grow** or at early stages of growth are young animals.

this chick is a young animal

Animals that are fully grown are **adults**.

this hen is fully grown

Grouping animals

Explanation

We can use sorting hoops to group **animals** at different stages of **growth**.

These animals are growing

young animals

These animals are fully grown

adult animals

Grouping animals

Check

Which two things do we look at when we group things?

a what is different? ✓

b how many are there?

c what is the same? ✓

Sofia has grouped these animals by looking at how much they have grown.

The cygnet is in early stages of growth and the frog is fully grown.

young

adult

kitten

goat

chick

rabbit

sea turtle

chaffinch

hatchling

kid

Scientists often look for patterns to try to make sense of the world around them.

They observe things and put them in order by age, size, height or using other measurements.

Laura

I can order my family in different ways. I can put them in order of how old they are.

I can also put them in order of height or shoe size.

Ordering animals

Explanation

We can sequence **animals** by their stage of **growth**. This means putting them in order by their age.

youngest → oldest

lamb

sheep

We put the youngest animal first. Use your observation skills and look carefully at each animal.

Alex

Ordering animals

Check

When we put things from youngest to oldest, this is called …

a ordering ✓

b sorting

c researching

Match the baby and adult animals.

Remember to start with the youngest animal.

You could add some of your own examples too.

boar piglet

owlets

man

wild boar

kangaroo

baby

joey

owl

Match the baby and adult animals.

Remember to start with the youngest animal.

You could add some of your own examples too.

boar piglet

owlets

man

wild boar

kangaroo

baby

joey

owl

Exit quiz

1 Put the offspring and adult into the correct order starting with the youngest. (Use numbers to show the correct order)

	frog
	tadpole

2 Offspring are... (Tick **1** correct answer)

- [ ] parent animals
- [ ] fully grown animals
- [ ] young animals

3 Offspring change and grow into... (Tick **1** correct answer)

- [ ] adults
- [ ] butterflies
- [ ] mammals
- [ ] offspring

CHALLENGE

Using your own words, explain what **offspring** means.

Exit quiz

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	frog
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- [ ] butterflies
- [ ] mammals
- [ ] offspring

CHALLENGE

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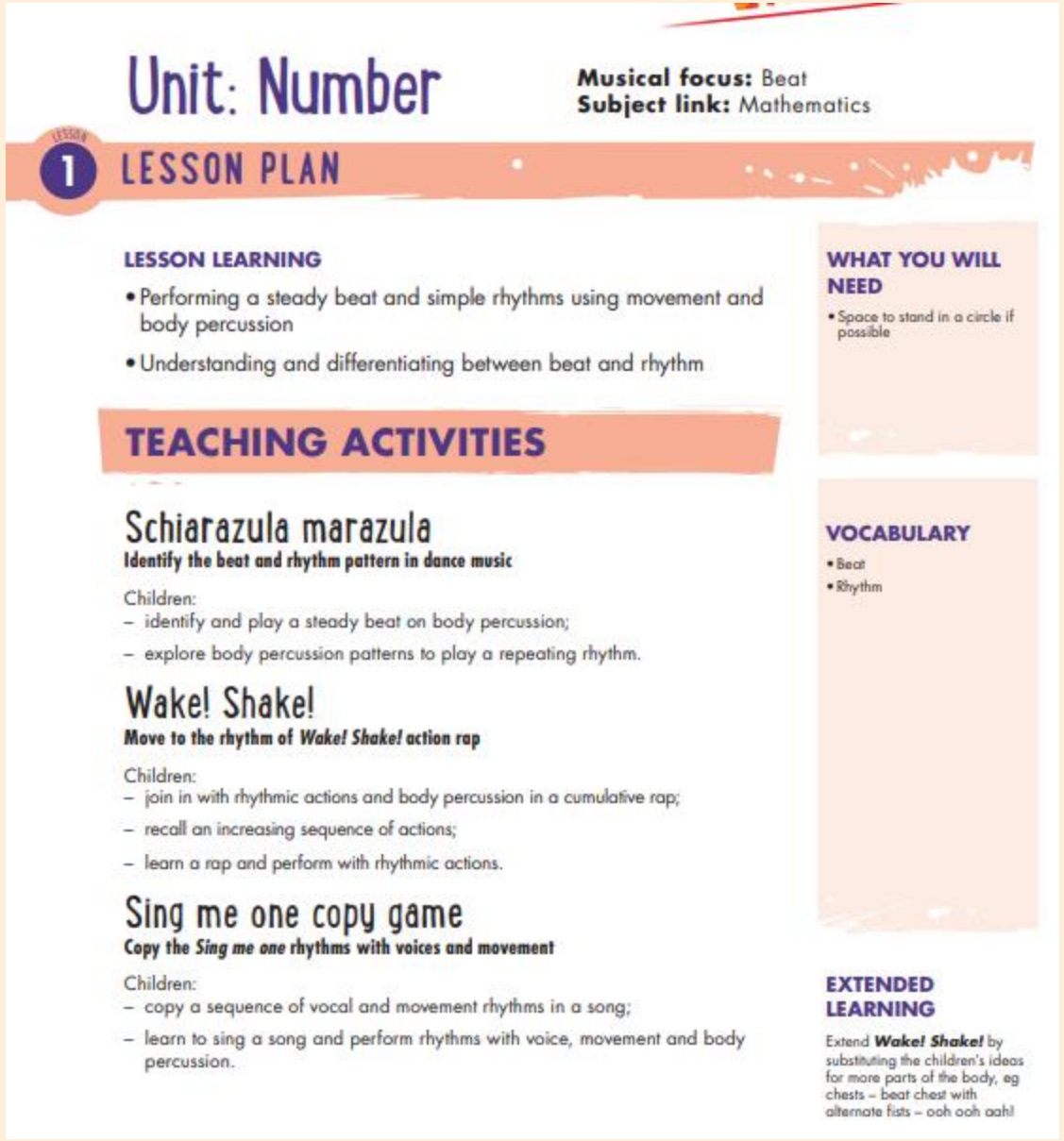
MUSIC
Pioneers and Investigators



Unit: Number

Musical focus: Beat
Subject link: Mathematics

1 LESSON PLAN

LESSON LEARNING

- Performing a steady beat and simple rhythms using movement and body percussion
- Understanding and differentiating between beat and rhythm

WHAT YOU WILL NEED

- Space to stand in a circle if possible

TEACHING ACTIVITIES

Schiarazula marazula

Identify the beat and rhythm pattern in dance music

Children:
- identify and play a steady beat on body percussion;
- explore body percussion patterns to play a repeating rhythm.

Wake! Shake!

Move to the rhythm of *Wake! Shake!* action rap

Children:
- join in with rhythmic actions and body percussion in a cumulative rap;
- recall an increasing sequence of actions;
- learn a rap and perform with rhythmic actions.

Sing me one copy game

Copy the *Sing me one* rhythms with voices and movement

Children:
- copy a sequence of vocal and movement rhythms in a song;
- learn to sing a song and perform rhythms with voice, movement and body percussion.

VOCABULARY

- Beat
- Rhythm

EXTENDED LEARNING

Extend ***Wake! Shake!*** by substituting the children's ideas for more parts of the body, eg chests – beat chest with alternate fists – ooh ooh aah!

T.B.A.T.Perform a steady beat and simple rhythms using movement and body percussion

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